

DOCUMENT RESUME

ED 103 511

UD 014 857

AUTHOR Wolf, Judith G.; Sylves, David
TITLE Evaluation of a Bilingual Television Series Villa Alegre: Final Report.
INSTITUTION State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.
SPONS AGENCY New York State Education Dept., Albany.
PUB DATE 74
NOTE 65p.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; Classroom Materials; Curriculum Development; Educational Programs; *Educational Television; Instructional Materials; *Program Evaluation; *Spanish Speaking; Teaching Methods; Television Curriculum
IDENTIFIERS *Villa Alegre Television Series

ABSTRACT

The purpose of this evaluation study was to determine students' and classroom personnel's perceptions of and reactions to "Villa Alegre"--a television series produced by Bilingual Children's Television, Inc. and shown in various locations in the U.S. during the fall of 1974--when utilized in a classroom setting in order to ascertain whether the use of this series would be a worthwhile addition to bilingual classrooms. There were 135 student and 23 adult participants in two bilingual summer school projects. The T.V. series consists of five strands each containing 13 video taped programs. A learning guide is available for each program. Three surveys, written by the researchers, were utilized in the study. These questionnaires were translated into Spanish. The pupil evaluation instrument was administered twice during the study; after the children had viewed four tapes (pupil evaluation 1) and again following the fifteenth tape (pupil evaluation 2). Reactions from classroom personnel were elicited concerning each individual tape immediately after the tape had been viewed in the classroom and concerning the total series at the end of the summer session. The responses from these surveys were extremely positive. On this basis, therefore, it would seem that the use of this series would be a worthwhile addition to bilingual classrooms. (Author/JM)

ED103511

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

EVALUATION OF A
BILINGUAL TELEVISION
SERIES
VILLA ALEGRE

FINAL REPORT

by

Judith G. Wolf, Ph.D
David Sylves, M.S. Ed

This study was conducted for:
The Bilingual Department
New York State Education Department
Albany, New York

BY THE:
RESEARCH AND DEVELOPMENT COMPLEX
Faculty of Professional Studies
State University College at Buffalo

UD 014857

ABSTRACT

One hundred and thirty-five students and 23 adult participants in two bilingual summer school projects participated in a pilot evaluation of 18 tapes from the T.V. series Villa Alegre. Reactions were elicited from students after they had viewed the 4th and 15th tape. Reactions from classroom personnel were elicited concerning each individual tape immediately after the tape had been viewed in the classroom and concerning the total series at the end of the summer session. The responses from these surveys were extremely positive. On this basis, therefore, it would seem that the use of this series would be a worthwhile addition to bilingual classrooms.

INTRODUCTION

During the Fall of 1974, a television series produced by Bilingual Children's Television, Inc. entitled Villa Alegre will be shown in various locations in the United States. This series, written primarily for elementary school children, has as its major goal the promotion of "cultural pluralism through an understanding and an appreciation of Latin American culture, heritage, values and mores". (Learning Guide, page 5) Since this television series will be available for viewing in New York State, the Bilingual Department of the New York State Education Department thought it advantageous to pilot test the series in bilingual summer school classrooms prior to its release. Therefore, the purpose of this evaluation study was to determine students' and classroom personnel's perceptions of and reactions to Villa Alegre when utilized in a classroom setting in order to ascertain whether the use of this series would be a worthwhile addition to bilingual classrooms.

The time constraints of a four week summer school session placed certain limitations on the scope of the study. Because of the short time available for instruction, cognitive growth could not be ascertained. In order to compensate for this limitation, a wide variety of attitudinal questions were asked of classroom personnel associated with the study. In addition, opinions of participating students were also solicited. It was anticipated that this assessment of affective concerns would contribute to cogent utilization of the series during the coming school year.

METHOD

Sample

Two summer school projects located in New York State participated in the study; one urban (Buffalo, New York) and one suburban (Roosevelt, Long Island).

The urban project contained 4 classes of approximately 15 children each. Two classes were bilingual Spanish dominant, two classes were bilingual English dominant. Both sets of classes included children in grades 1 through 4.

The suburban project contained 3 classes of approximately 25 children each. All classes were heterogeneously grouped on the basis of language fluency and grade level. They therefore included children who were bilingual Spanish dominant, bilingual English dominant, and English speaking only. In addition, all three classes included children in grades K through 4. One of these classes also contained a few children in grades 5 and 6.

One teacher was in charge of each of the 7 classrooms. The teacher was assisted by one educational assistant (para-professional) and one parent consultant. In one classroom, 2 parent consultants were available for a short period of time.

Materials

The T.V. series consists of 5 strands each containing 13 video taped programs. The content of the programs is varied. A learning guide is available for each program. This guide contains six basic sections:

1) a general message of educational purpose, 2) cultural notes, 3) suggested

activities, 4) key language and expressions used most often, 5) words and music for one song, and 6) references for further planning.

Since the guide had not yet been published when the study began, one copy of each manual was made available to the project coordinator. The coordinator shared these manuals or xeroxed copies of the manuals with other project personnel. In some instances, all personnel did not have an opportunity to utilize the manual for a particular program.

Eighteen tapes were made available for viewing during the 4 week summer school session. The urban project viewed 15 tapes; the suburban project viewed 16 tapes. The tapes and the order of viewing for each project is included in Appendix A.

Instrumentation

Three surveys, written by the researchers, were utilized in the study.

1) the pupil evaluation instrument (Appendix B-1) consisted of 6 attitudinal statements which were read to the students by their teachers. The students responded to these statements on an answer sheet designed specifically for this study (Appendix B-2). After a statement was read, each student circled a smiling face if he agreed with the statement or a frowning face if he disagreed with the statement.

2) The "Overall Assessment of Program" (Appendix C) evaluated the total package. This questionnaire consisted of 3 items; one semantic differential, one Likert type item and one statement which asked for comments. The semantic differential consisted of the concept "Total Television Package" followed by ten adjective pairs. For each adjective pair, each adult in the project circled one of five values

placed between the two adjectives which best reflected his attitude toward the concept.

- 5 = strongly agree with the adjective on the left
(coded as strongly agree +)
- 4 = mildly agree with the adjective on the left
(coded as mildly agree +)
- 3 = neutral
- 2 = mildly agree with the adjective on the right
(coded as mildly agree -)
- 1 = strongly agree with the adjective on the right
(coded as strongly agree -)

The Likert type item consisted of an attitudinal statement followed by 5 values ranging from strongly agree to strongly disagree - that choice which best reflected the respondent's attitude toward the statement was circled.

3) the "Individual Tape Assessment" (Appendix D) evaluated each tape as a unit. This questionnaire, consisting of 32 items, (3 semantic differentials, 23 Likert type items, 5 multiple choice questions, and a place for additional comments) ascertained perceptions of the Teacher's Guide, the program tape, and the students' reactions.

Both of these questionnaires were translated into Spanish by project personnel and were administered in this form to those adults who could not read English easily.

Procedure

The pupil evaluation instrument was administered twice during the study; after the children had viewed 4 tapes (pupil evaluation one) and again following the 15th tape (pupil evaluation two).

The "Overall Assessment of Program" was completed by all adult personnel on the last day of the summer session.

The "Individual Tape Assessment" Form was completed by all adult personnel immediately after each tape was viewed in the classroom.

Methods of Analysis

The data were analyzed using the subprogram CODEBOOK from The Statistical Package for the Social Sciences (SPSS). This subprogram computes and presents tables which include simple frequencies and relative frequencies.

RESULTS AND DISCUSSION

I. Pupil Evaluation

A. Biographic Data

Eighty-five students completed the first evaluation. Biographic data for these students are reported in TABLE ONE. Sixty-eight students completed the second evaluation. Biographic data for these students are presented in TABLE TWO. Both evaluations were completed by 37 students.

TABLE ONE
BIOGRAPHIC DATA FOR PUPIL EVALUATION ONE

<u>VARIABLES</u>	<u>VALUES</u>	<u>N</u>
Sex	Males	34
	Females	33
	Data Unavailable	18
Age	3	1
	4	3
	5	6
	6	15
	7	21
	8	9
	9	9
	Data Unavailable	21
Language Fluency	English Only	33
	Spanish Only	16
	Bilingual English Dominant	14
	Bilingual Spanish Dominant	4
	Data Unavailable	18
Language Preference	Spanish	20
	English	47
	Data Unavailable	18
Total N for each variable = 85		

TABLE TWO

BIOGRAPHIC DATA FOR PUPIL EVALUATION TWO

<u>VARIABLES</u>	<u>VALUES</u>	<u>N</u>
Sex	Males	30
	Females	33
	Data Unavailable	5
Age	4	2
	5	6
	6	16
	7	17
	8	8
	9	8
	10	3
	11	2
	12	1
	Data Unavailable	5
Language Fluency	English Only	32
	Spanish Only	12
	Bilingual English Dominant	13
	Bilingual Spanish Dominant	6
	Data Unavailable	5
Language Preference	Spanish	18
	English	45
	Data Unavailable	5
Total N for each variable = 68		

B. Survey Results

The results of the Pupil Evaluation Instruments are presented in the following format. Each statement from the evaluation instrument is reproduced. This is followed by the results for both sets of evaluations. For each of the evaluations, the absolute response frequency (N) and the relative response frequency (percent %) for each value are presented below the statement. This format was chosen to facilitate comparisons between the two sets of results.

Statement 1: I like watching the program.

		AGREE	DISAGREE	CIRCLED BOTH	TOTAL
EVALUATION 1.	N	83	2	0	85
	%	97.6	2.4	0	100.0
EVALUATION 2.	N	67	0	1	68
	%	98.5	0	1.5	100.0

Statement 2: I hope I can see more programs in school.

		AGREE	DISAGREE	CIRCLED BOTH	TOTAL
EVALUATION 1.	N	82	2	1	85
	%	96.5	2.4	1.2	100.0
EVALUATION 2.	N	66	1	1	68
	%	97.1	1.5	1.5	100.0

Statement 3: I am learning a lot from the programs.

		AGREE	DISAGREE		TOTAL
EVALUATION 1.	N	82	3		85
	%	96.5	3.5		100.0
EVALUATION 2.	N	68	0		68
	%	100.0	0	11	100.0

Statement 4: Watching the program makes me feel good.

		AGREE	DISAGREE	NO RESPONSE	TOTAL
EVALUATION 1.	N	84	0	1	85
	%	98.8	0	1.2	100.0
EVALUATION 2.	N	66	2	0	68
	%	97.1	2.9	0	100.0

Statement 5: If I could watch this program at home I would.

		AGREE	DISAGREE	NO RESPONSE	TOTAL
EVALUATION 1.	N	80	3	2	85
	%	94.1	3.5	2.4	100.0
EVALUATION 2.	N	62	6	0	68
	%	91.2	8.8	0	100.0

Statement 6: I would rather watch Sesame Street.

		AGREE	DISAGREE	CIRCLED BOTH	TOTAL
EVALUATION 1.	N	44	40	1	85
	%	51.8	47.1	1.2	100.0
EVALUATION 2.	N	10	56	2	68
	%	14.7	82.4	2.9	100.0

Examination of the above results indicates that with few exceptions all students responded positively to the television series. Except for the last statement, the results of both evaluations are similarly positive. Results for the last statement indicate an increase in the number of students who prefer Villa Alegre to Sesame Street. This could be attributable to familiarity or to a Hawthorne effect, but in any case there is little doubt

the students really enjoyed the series. A recommendation for continued use of this program is clearly indicated by the results of the pupil evaluation.

II. Overall Assessment of Program.

A. Biographic Data

Twenty-three adults participated in the study. All 23 completed the instrument which assessed Total Television Package. Biographic data for the adult personnel is presented in TABLE THREE.

TABLE THREE
BIOGRAPHIC DATA FOR ADULT PERSONNEL

<u>VARIABLE</u>	<u>VALUE</u>	<u>N</u>	<u>PERCENT</u>
Role	Parent Consultant	8	34.8
	Educational Assistant	7	30.4
	Teacher	7	30.4
	Audio Visual Staff	1	4.3
Years Experience			
Parent Consultants	12 yrs.	1	
	2 yrs.	2	
	0 yrs.	6	
	6 yrs.	1	
Educational Assistants	5 yrs.	1	
	4 yrs.	1	
	2 yrs.	2	
	1 yr.	1	
	0 yrs.	1	
	7 yrs.	1	
	6 yrs.	1	
Teachers	4 yrs.	2	
	3 yrs.	2	
	1 yr.	1	
	1 yrs.	1	
Audio Visual Staff	1 yrs.	1	
	1 yrs.	1	
Language Fluency	English Only	4	17.4
	Spanish Only	1	4.3
	Bilingual English Dominant	9	39.1
	Bilingual Spanish Dominant	9	39.1
Language Preference	Spanish	10	43.5
	English	13	56.5
Total N for each variable = 23			

B. Survey Results

The results for the Overall Assessment of Program are presented in the following format. Each item and its response values are reproduced. Absolute frequencies (N) and relative frequencies (%) for each obtained response value are reported underneath the appropriate response value. Strongly agree + indicates that the respondent related the program to the positive adjective. Strongly agree - indicates that the respondent related the program to the negative adjective.

Item 1. Total Television Package

	STRONGLY AGREE +	MILDLY AGREE +	NEUTRAL	MILDLY AGREE -	STRONGLY AGREE -
Strong/Weak					
N	13	9	.1	0	0
%	56.5	39.1	4.3	0.0	0.0
Stimulating/Dull					
N	16	6	1	0	0
%	69.6	25.1	4.3	0.0	0.0
Relevant/Irrelevant					
N	11	12	0	0	0
%	47.8	52.2	0.0	0.0	0.0
Practical/Impractical					
N	17	5	1	0	0
%	73.9	21.7	4.3	0.0	0.0
Personal/Impersonal					
N	7	10	5	1	0
%	30.4	43.5	21.7	4.3	0.0

	STRONGLY AGREE +	MILDLY AGREE +	NEUTRAL	MILDLY AGREE -	STRONGLY AGREE -
Imaginative/Trite					
N	17	5	1	0	0
Z	73.9	21.7	4.3	0.0	0.0
Wise/Foolish					
N	10	9	3	1	0
Z	43.5	39.1	13.0	4.3	0.0
Important/Unimportant					
N	17	4	2	0	0
Z	73.9	17.4	8.7	0.0	0.0
Useful/Useless					
N	19	4	0	0	0
Z	82.6	17.4	0.0	0.0	0.0
Appropriate/Inappropriate					
N	16	6	1	0	0
Z	69.6	26.1	4.3	0.0	0.0

Item 2. The children would have learned more if we had not been required to use this program.

	STRONGLY AGREE +	MILDLY AGREE +	NEUTRAL	MILDLY AGREE -	STRONGLY AGREE -
N	0	1	2	4	16
Z	0.0	4.3	8.7	17.4	69.6

Item 3. Please state any comments about the guide, tapes, total program, student reaction, or any other point you think relevant.

These comments have been reproduced in Appendix E.

The results of this survey indicate that the television series was received positively. Most adults responded favorably to all adjectives on the semantic differential. In addition, the high percentage of adults who felt that more was learned as a result of using this series than would have been learned without it contributes to the conclusion that the use of Villa Alegre in future bilingual programs would be advantageous.

III. Individual Tape Assessment.

Seventeen tapes were viewed during the summer session. Fourteen were viewed by participants at both schools. Two tapes were viewed by the suburban school only. One tape, which was viewed by the urban school only was damaged. At the suggestion of the project coordinator and BC/TV personnel the data for this tape were not analyzed.

For each of 16 tapes, 30 items were analyzed. Because of inconsistent interpretation of value meanings for item 31, this item was omitted from the analysis.

For the purposes of this report, the data for the 16 tapes were summed. Therefore, the responses to each item include the responses for each tape summed across all tapes. The results of this analysis are presented in Appendix F. Due to the high degree of relevance to the original purpose of this study, the results of items 22 & 24 are presented within the body of the report. The format is similar to that used to present previous results.

Item 22. Utilization of the tape helped the students attain the objectives of the bilingual program.

	STRONGLY AGREE 5	MILDLY AGREE 4	NEUTRAL 3	MILDLY DISAGREE 2	STRONGLY DISAGREE 1	NOT APPLICABLE 6	NO RESPONSE 7	TOTAL
N	161	95	49	4	0	1	3	313
X	51.4	30.4	15.7	1.3	0.0	0.3	1.0	100.0

Item 24. I would recommend the continued usage of the tape series in bilingual programs.

	STRONGLY AGREE 5	MILDLY AGREE 4	NEUTRAL 3	MILDLY DISAGREE 2	STRONGLY DISAGREE 1	NO RESPONSE 7	TOTAL
N	246	49	12	1	2	3	313
X	78.6	15.7	3.8	0.3	0.6	1.0	100.0

Examination of the results for both of the items presented above indicates a positive response to the tape series. For item 22, 81.8% of the responses were favorable; for item 24, 94.3% of the responses were favorable. For both items, less than 1% disagreed with the attitudinal statements. On the basis of these results, it would be difficult not to tender a recommendation for use of the television series.

Examination of the remainder of the items for this instrument (See Appendix F) complements the data which has been presented above. Because these items deal more specifically with classroom related aspects of the series, this report would be incomplete without further discussion. However, since the results for each individual item

become readily apparent upon examination, only a brief summary indicating highlights will be presented in this report.

1. Purpose for Usage

The major purpose for tape utilization appears to be enrichment, followed by introduction of classroom activities. Most adults felt that the tapes fulfilled the purposes for which they were used in the classroom.

2. Teacher's Guide

Unfortunately, the teacher's guides were unavailable to many of the adult participants. This is exemplified by a disproportionate number of responses in the "no response" category. However, a majority of those who did use the guides reacted to them positively.

3. Program Tapes

The results of the semantic differential for the concept "program tapes" indicates once again the positive attitude of a majority of adults toward the television series. Fewer than 4% of the responses for any single adjective pair were negative.

4. Language Fluency

A majority of adults perceived the tapes to be appropriate for both bilingual Spanish dominant and bilingual English dominant pupils. Although other combinations were chosen (e.g., all four groups, bilingual English dominant, etc.), it is interesting to note that no one chose the English speaking only group. Since a sufficient number of pupils in the suburban project spoke only English, one might conclude that the tape series is most appropriately used with students who speak some Spanish. Comments on the Overall Assessment of Program support this statement.

5. Student's Reaction

The results of items relating to student's reactions were favorable. Percentages of positive adult responses ranged from 66.1% to 87.5%. 80.8% felt the students were interested and 87.5% felt that the student's reactions to the tapes were positive.

CONCLUSIONS

Upon examining the results of the three surveys administered in this study, it becomes evident that both students and adults were enthusiastic about the television series, Villa Alegre. The results are so positive that one can only conclude that the majority of participants in this study thought the program excellent. Although the program has been evaluated previously, this was the first occasion that students both voiced their opinions, and during the process of viewing the program were observed and reported on by teachers and parents. These additions add value to previous evaluative efforts.

The findings of this research lead to the conclusion that the tape series would be a useful and enjoyable addition to the bilingual program.

APPENDIX A

TAPES: ORDER OF VIEWING BY PROJECT LOCATION

URBAN

TAPE	DATE OF VIEWING
Paper M-2	7/29
Sources of Food Nutrients FN-1	7/30
Tools and Tasks M-6	7/31
Water NE-4	8/01
Community People and Places HR-13	8/05
From Farm to Market FN-8	8/06
Cycles NE-3	8/07
Balance of Nature NE-1	8/08
Tubular Tube M-10	8/12
Friends HR-7	8/13
Change of Directions E-9	8/14
Unique Me HR-5	8/15
Garbage NE-12	8/19
Done By The Sun E-12	8/20
Breadbasket FN-12	8/21

SUBURBAN

TAPE	DATE OF VIEWING
Friends HR-7	7/26
Cycles NE-3	7/29
Tubular Tube M-10	7/30
Unique Me HR-5	7/31
Change of Directions E-9	8/01
Paper M-2	8/05
Water NE-4	8/06
Sources of Food Nutrients FN-1	8/07
Tools and Tasks M-6	8/08
Vibrations and Oscillations E-4	8/12
Balance of Nature NE-1	8/13
Done By The Sun E-12	8/14
Breadbasket FN-12	8/15
Community People and Places HR-13	8/19
Music, Music, Music HR-14	8/20
From Farm to Market FN-8	8/21

APPENDIX B-1

PUPIL EVALUATION INSTRUMENT

TEACHER INSTRUCTIONS FOR PUPIL EVALUATION

Teacher's Name _____ Date _____
 School _____ Grade Level _____
 Tape Name _____ Tape Number _____

This is the _____ th tape viewed by this class.
 (number
 viewed)

This is the ^{1st}
 2nd evaluation by the students in this class.

MATERIALS NEEDED: 1 answer sheet for each child
 1 place marker for each child
 1 crayon or pencil for each child

DIRECTIONS: Following is a list of sentences. You are to read each sentence aloud to the students. Students will respond on their individual answer sheets.

Use a paragraph similar to the following to provide instructions to the students before you read each sentence.

"I am going to read you some sentences. If you agree or would answer YES to sentence one, draw a circle around the smiling face after the first number. If you do not agree or would answer NO to sentence one, draw a circle around the face that is sad."

Repeat similarly for each of the six sentences.
 As you do each sentence, be sure all children are on the right number.

- SENTENCES:
1. I like watching the programs.
 2. I hope I can see more programs in school.
 3. I am learning a lot from the programs.
 4. Watching the programs makes me feel good.
 5. If I could watch this program at home, I would.
 6. I would rather watch Sesame Street.

APPENDIX B-2

PUPIL ANSWER SHEET

NAME _____

1



2



3



4



5



6



APPENDIX C
OVERALL ASSESSMENT OF PROGRAM

Name _____

Date _____

School _____

Role: (check one)

_____ Parent Consultant
 _____ Educational Assistant
 _____ Teacher
 _____ A.V. Staff

DIRECTIONS

During this project, you have been letting us know how you feel about each of the tapes you have used. Now we would like your opinion about the TOTAL TELEVISION PACKAGE. In other words, we would like you to tell us what you think of all the programs you have used, considered as a group.

1. Total Television Package.

Strong	5	4	3	2	1	Weak
Stimulating	5	4	3	2	1	Dull
Relevant	5	4	3	2	1	Irrelevant
Practical	5	4	3	2	1	Impractical
Personal	5	4	3	2	1	Impersonal
Imaginative	5	4	3	2	1	Trite
Wise	5	4	3	2	1	Foolish
Important	5	4	3	2	1	Unimportant
Useful	5	4	3	2	1	Useless
Appropriate	5	4	3	2	1	Inappropriate

2. The children would have learned more if we had not been required to use this program.

Strongly Agree	Mildly Agree	Neutral	Mildly Disagree	Strongly Disagree
5	4	3	2	1

3. Please state any comments or reactions about the guide, tapes, total program, student reaction, or any other point you think relevant.

APPENDIX D

INDIVIDUAL TAPE ASSESSMENT FORM

INDIVIDUAL TAPE ASSESSMENT FORM

Name _____

Date _____

School _____

Role: (check one)

- ☐ Parent Consultant
☐ Educational Assistant
☐ Teacher
☐ A.V. Staff

Name of Tape _____

Number of Tape _____

DIRECTIONS

There are several different types of questions on this evaluation instrument, these include:

1. Semantic Differential; and
2. Likert Scale.

For the semantic differentials, you will find a concept followed by adjective pairs. Circle the number between each adjective pair which best reflects your attitude toward the concept.

- 5 = strongly agree with the adjective on the left
 4 = mildly agree with the adjective on the left
 3 = neutral
 2 = mildly agree with the adjective on the right
 1 = strongly agree with the adjective on the right

For the Likert scales, please circle the number which best reflects your attitude toward that item.

- 5 = strongly agree
 4 = mildly agree
 3 = neutral
 2 = mildly disagree
 1 = strongly disagree

Questions 3-10 refer to TEACHER'S GUIDE

Questions 11-25 refer to PROGRAM TAPE

Questions 26-30 refer to STUDENT'S REACTION

Individual Tape Assessment

1. The primary purpose for using tapes: (circle one)

- (a) experiential background
- (b) introductory
- (c) enrichment
- (d) drill and reinforcement
- (e) motivation
- (f) direct instruction
- (g) culmination of instruction
- (h) entertainment
- (i) other, please specify _____

2. The program fulfilled the primary purpose for using this tape.

5 4 3 2 1

A. TEACHER'S GUIDE

3. Teacher's Guide

Complete	5	4	3	2	1	Incomplete
Valuable	5	4	3	2	1	Worthless
Clear	5	4	3	2	1	Hazy
Relevant	5	4	3	2	1	Irrelevant
Superior	5	4	3	2	1	Inferior
Strong	5	4	3	2	1	Weak

4. The guide assisted me in planning today's lesson.

5 4 3 2 1

5. The description of the program in the guide was complete and clear.

5 4 3 2 1

6. The specific educational objectives of the program became immediately clear when reading the teacher's guide.

5 4 3 2 1

7. The objectives in the guide were appropriate for my class.

5 4 3 2 1

8. The suggestions for materials and activities in the guide were appropriate to the program objectives.

5 4 3 2 1

9. I used related activities and materials which were suggested in the guide.

5 4 3 2 1

10. The suggestions for materials and activities in the guide were varied and interesting.

5 4 3 2 1

B. PROGRAM TAPES

11. Program Tapes

Valuable	5	4	3	2	1	Worthless
Clear	5	4	3	2	1	Hazy
Effective	5	4	3	2	1	Ineffective
Accurate	5	4	3	2	1	Inaccurate
Stimulating	5	4	3	2	1	Dull
Relevant	5	4	3	2	1	Irrelevant

12. The language level is most appropriate for what age group: (circle one)

4 5 6 7 8 9+

13. The language level is appropriate for what language speaking group: (circle as many as appropriate)

- (a) English speaking only
- (b) Spanish speaking only
- (c) bilingual-English dominant
- (d) bilingual-Spanish dominant

14. The interest level is most appropriate for what age group: (circle one)

4 5 6 7 8 9+

15. The content/abstraction level is most appropriate for what age group: (circle one)

4 5 6 7 8 9+

16. This program is effective for teaching language skills.

5 4 3 2 1

17. This program is effective for teaching social-intercultural skills.

5 4 3 2 1

18. Practice and drill is provided for the development of each skill introduced.

5 4 3 2 1

19. The pace of the material was just right.

5 4 3 2 1

-3-

Individual Tape Assessment

20. The format/sequencing of the tape was logical and helpful.

5 4 3 2 1

21. The technical quality of the program is acceptable.

5 4 3 2 1

22. Utilization of the tape helped the students attain the objectives of the bilingual program.

5 4 3 2 1

23. This program is appropriate for home learning over cable or public broadcasting facilities.

5 4 3 2 1

24. I would recommend the continued usage of the tape series in bilingual programs.

5 4 3 2 1

25. Compared to when I taught the same content/concept previously, the program helped my presentation.

5 4 3 2 1 n/a

C. STUDENT'S REACTIONS

26. Student's reaction to tape

Positive	5	4	3	2	1	Negative
Harmonious	5	4	3	2	1	Dissonant
Pleasing	5	4	3	2	1	Annoying
Active	5	4	3	2	1	Passive
Deliberate	5	4	3	2	1	Careless
Optimistic	5	4	3	2	1	Pessimistic
Attentive	5	4	3	2	1	Inattentive
Purposeful	5	4	3	2	1	Incidental
Interested	5	4	3	2	1	Uninterested

27. The program held the attention of the students

5 4 3 2 1

28. This program is effective for enhancing student self-concept

5 4 3 2 1

Individual Tape Assessment

29. The students had time to react (when necessary)

5 4 3 2 1

30. Enough involvement for the students was provided.

5 4 3 2 1

31. The program seemed to be more appropriate for girls than for boys.

5 4 3 2 1

32. Additional Comments:

APPENDIX E

COMMENTS FROM THE OVERALL ASSESSMENT OF PROGRAM

1. The children all enjoyed the viewing of the tapes and the program itself. They seemed to identify with the adults in the tapes more than with the children. The guide is good, but can be better. The tapes are very useful, very interesting, and pleasant to watch. I enjoyed them tremendously.
2.
 - (a) The tapes, overall, were technically well done and well orchestrated.
 - (b) The children on the show were not easily identifiable which I would consider a flaw.
 - (c) The Learning Guide supplied enough information to utilize in the classroom and permit the teacher room for creativity and implementation.
 - (d) This program can in no way substitute for the teacher, it must be used in a supplementary fashion.
 - (e) In the majority of cases, the children reacted positively towards the segments. On occasion, where there were technical segments or much dialogue, the younger children Pre K-K would lose interest. The animation segments captivated all age groups.
3. The guide was useful and almost a must for a nonbilingual person. In order for the children to get the most out of the program I feel that they should be bilingual.
4. I feel the children need a little more translation (English) in order to understand more about the Spanish culture.
5. The children reacted very favorably to all the programs. Some segments are better suited to children ages 8-9-10 even 11 years old. Some are good for the younger children as well as the older ones. I would like to see the children on the show less formal in attire and performance. Also, the related activities could be less complicated for use in most classrooms without too much trouble for the teacher or expense. And directly related with each show. It will certainly enhance the self-image of Spanish-speaking children throughout the U.S.A.
6. The guide was quite excellent and explicit. I would suggest that more related or followup activities be included. The students related more to the adults than the children on Villa Alegre. I feel they saw the adults as "types" (capitan, Mimo, Rafael, etc.). The children were rather too model and stiff. There was minimal identification with them.
7. Los tapes fueran una grande ayuda y los aluminos pudieran apreciar una y cada segmenta reaccion ron muj satisfactoriamente en cada segmenta. Para mi fue un placer poder y partisipar en este programa que de verdad una es "Villa Alegre".
8. I believe that in 2 different instances the usage of words were misused
 - (1) In Done By the Sun, el aqua should be la aqua.
 - (2) In Friends, teaspoon should translate cuchoradits instead of cuchara.
 - (3) The segments are changed too too quickly.
 - (4) Children are not being themselves, they are too drilled and stiff.
 - (5) Some of the segments in Spanish are not translated which are unusually long.

9. The children have learned a great deal. I think the program was beautiful but it is geared for an older group - 7 and 8 up.
10. The programs have proved to be a stimulating project for the children and teachers. My students now want to learn Spanish and treat the bilingual-bicultural children with a new respect.
For my 4-5-6 year olds, the cartoons and musical segments were the most appropriate. Their minds wandered during the technical segments (English and Spanish) as well as simple scenes in the town.
Animated parts were the ones remembered and understood by my class.
11. The children were exposed, regardless if they fully understood every tape. We dealt with pre-schoolers, to first graders, and some of it was pretty strong, in the activities and concepts. All in all, the exposure from this early age is what counts. I myself, feel a great satisfaction in just being involved in the entire program.
12. About the guide I did not have a guide to evaluate it. About the tapes I think it should not repeat so many things. The program was wonderful. I think that the children like the program.
13. We didn't have the guides for these programs. The tapes were very good except for one that was damaged.
14. (a) Guide - didn't have it.
(b) Tapes - very interesting and important for the class, but I think a little more safety should be shown or specified.
15. This cannot be used without a teacher. It does have very good points as a teacher aide.
Some of the repetition should be avoided. Certain segments are stretched a bit to be included in concept being taught.
16. I have not had the Teacher's Guide for all the the tapes.
The student reaction is very good.
In the tapes are parts that are repetitions of others.
Generally speaking is good, in spite that Mexican heritage is relevant.
I would like to use the program "Villa Alegre".
17. (a) We didn't have any guide for all the tapes except for 5 of them.
(b) The programs stress mostly the Mexican heritage.
(c) The language used is more Mexican - many of the words we couldn't understand and we had to ask other people about what they meant.
(d) The total program is useful, stimulating and valuable not only for the children but also to the adults.
(e) I would like to use the tapes in my regular Spanish classes for my first graders.
18. (a) How can you expect the staff to evaluate a Teacher's Guide that was non-existent?
(b) There should be more about Puerto Rico, our culture and vocabulary.
(c) I am planning to use the program in my classroom during the year.
(d) The students loved the programs.

18. (Cont'd)
- (e) My favorite tapes were:
 - Balance of Nature
 - Done By the Sun
 - Music, Music, Music
 - (f) The songs were very appropriate and the Latin beat was always present.
19. As a parent watching the program and watching the children watch and react to the program I think their reactions were very practical and wise - considering also the teachers aides and parents contributing their abilities to help the children with the project.
20. I did not have a guide to evaluate it. About the tape, I think it should have more about our culture (P.R.) and the vocabulary that was used I could not understand it. The total program was okay and the students react fantastic. Me, as a mother I did like the tapes very much.
21. I think the program has been appropriate and the children liked it, I hope there will be more of it.

APPENDIX F

RESULTS OF THE "INDIVIDUAL TAPE ASSESSMENT"
SUMMED ACROSS 16 TAPES

<u>Role</u>	<u>Frequency</u>	<u>Percentage</u>
Parent Consultant	100	31.9
Education Assistant	102	32.6
Teacher	97	31.0
A. V. Staff	14	4.5
Total	313	100.00

Table 1. Role

<u>Question 1</u>	<u>Frequency</u>	<u>Percentage</u>
Experiential Backgrd	12	3.8
Introductory	51	16.3
Enrichment	144	46.0
Drill-Reinforcement	4	1.3
Motivation	14	4.5
Direct Instruction	5	1.6
Culmination	5	1.6
Entertainment	3	1.0
Other	1	.3
Several Purposes	43	13.7
No Response	31	9.9
Total	313	100.0

Table 2. Question 1. Primary Purpose For Using Tape

<u>Question 2</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Disagree	3	1.0
Neutral	29	9.3
Mildly Agree	68	21.7
Strongly Agree	125	39.9
No Response	88	28.1
Total	313	100.0

Table 3. Question 2. The Primary Purpose Was Fulfilled

<u>Question 3A</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	8	2.6
Neutral	22	7.0
Mildly Related +	84	26.8
Strongly Related +	91	29.1
No Response	108	34.5
Total	313	100.0

Table 4. Question 3A. Teacher's Guide: Complete-Incomplete

<u>Question 3B</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related-	7	2.2
Neutral	24	7.7
Mildly Related+	63	20.1
Strongly Related +	114	36.4
No Response	<u>105</u>	<u>33.5</u>
Total	313	100.0

Table 5. Question 3B. Teacher's Guide: Valuable-Worthless

<u>Question 3C</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related-	5	1.6
Neutral	27	8.6
Mildly Related+	71	22.7
Strongly Related+	107	34.2
No Response	<u>103</u>	<u>32.9</u>
Total	313	100.0

Table 6. Question 3C. Teacher's Guide: Clear-Hazy

<u>Question 3D</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related-	6	1.9
Neutral	29	9.3
Mildly Related+	83	26.5
Strongly Related+	78	24.9
No Response	<u>117</u>	<u>37.4</u>
Total	313	100.0

Table 7. Question 3D. Teacher's Guide: Relevant-Irrelevant

<u>Question 3E</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related-	8	2.6
Neutral	63	20.1
Mildly Related+	84	26.8
Strongly Related+	40	12.8
No Response	<u>118</u>	<u>37.7</u>
Total	313	100.0

Table 8. Question 3E. Teacher's Guide: Superior-Inferior

<u>Question 3F</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	12	3.8
Neutral	78	24.9
Mildly Related +	59	18.8
Strongly Related +	45	14.4
No Response	<u>119</u>	<u>38.0</u>
Total	313	100.0

Table 9. Question 3F. Teacher's Guide: Strong-Weak

<u>Question 4</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	7	2.2
Mildly Disagree	8	2.6
Neutral	50	16.0
Mildly Agree	68	21.7
Strongly Agree	62	19.8
Not Applicable	20	6.4
No Response	<u>98</u>	<u>31.3</u>
Total	313	100.0

Table 10. Question 4. Teacher's Guide Assisted In Planning

<u>Question 5</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	3	1.0
Mildly Disagree	10	3.2
Neutral	38	12.1
Mildly Agree	67	21.4
Strongly Agree	94	30.0
No Response	<u>101</u>	<u>32.3</u>
Total	313	100.0

Table 11. Question 5. Teacher's Guide: Good Program Description

<u>Question 6</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	2	.6
Mildly Disagree	9	2.9
Neutral	39	12.5
Mildly Agree	62	19.8
Strongly Agree	102	32.6
No Response	<u>99</u>	<u>31.6</u>
Total	313	100.0

Table 12. Question 6. Teacher's Guide: Clear Educational Objectives

<u>Question 7</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	3	1.0
Mildly Disagree	13	4.2
Neutral	44	14.1
Mildly Agree	62	19.8
Strongly Agree	80	25.6
Not Applicable	13	4.2
No Response	<u>98</u>	<u>31.3</u>
Total	313	100.0

Table 13. Question 7. Teacher's Guide: Appropriate Objectives

<u>Question 8</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	5	1.6
Mildly Disagree	8	2.6
Neutral	42	13.4
Mildly Agree	61	19.5
Strongly Agree	91	29.1
Not Applicable	1	.3
No Response	<u>105</u>	<u>33.5</u>
Total	313	100.0

Table 14. Question 8. Teacher's Guide: Appropriate Materials-Activities

<u>Question 9</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	10	3.2
Mildly Disagree	13	4.2
Neutral	41	13.1
Mildly Agree	62	19.8
Strongly Agree	61	19.5
Not Applicable	17	5.4
No Response	<u>109</u>	<u>34.8</u>
Total	313	100.0

Table 15. Question 9. Teacher's Guide: Used Materials - Activities

<u>Question 10</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	4	1.3
Mildly Disagree	12	3.8
Neutral	44	14.1
Mildly Agree	61	19.5
Strongly Agree	67	21.4
Not Applicable	2	.6
No Response	<u>123</u>	<u>39.3</u>
Total	313	100.0

Table 16. Question 10. Teacher's Guide: Good Suggestions

<u>Question 11A</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	1	.3
Neutral	24	7.7
Mildly Related +	84	26.8
Strongly Related +	189	60.4
No Response	<u>15</u>	<u>4.8</u>
Total	313	100.0

Table 17. Question 11A. Program Tapes: Valuable-Worthless

<u>Question 11B</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	1	.3
Neutral	26	8.3
Mildly Related +	94	30.0
Strongly Related+	170	54.3
No Response	<u>22</u>	<u>7.0</u>
Total	313	100.0

Table 18. Question 11B. Program Tapes: Clear-Hazy

<u>Question 11C</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	7	2.2
Neutral	31	9.9
Mildly Related +	89	28.4
Strongly Related +	151	48.2
No Response	<u>35</u>	<u>11.2</u>
Total	313	100.0

Table 19. Question 11C. Program Tapes: Effective-Ineffective

<u>Question 11D</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related -	1	.3
Mildly Related -	1	.3
Neutral	42	13.4
Mildly Related +	113	36.1
Strongly Related +	123	39.3
No Response	<u>33</u>	<u>10.5</u>
Total	313	100.0

Table 20. Question 11D. Program Tapes: Accurate-Inaccurate

<u>Question 11E</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related -	1	.3
Mildly Related-	9	2.9
Neutral	41	13.1
Mildly Related +	82	26.2
Strongly Related+	159	50.8
No Response	<u>21</u>	<u>6.7</u>
Total	313	100.0

Table 21. Question 11E. Program Tapes: Stimulating-Dull

<u>Question 11F</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related-	2	.6
Mildly Related -	2	.6
Neutral	53	16.9
Mildly Related +	96	30.7
Strongly Related +	124	39.6
No Response	<u>36</u>	<u>11.5</u>
Total	313	100.0

Table 22. Question 11F. Program Tapes: Relevant-Irrelevant

<u>Question 12</u>	<u>Frequency</u>	<u>Percentage</u>
Four	6	1.9
Five	19	6.1
Six	57	18.2
Seven	103	32.9
Eight	86	27.5
Nine and Above	25	8.0
Not Applicable	1	.3
No Response	<u>16</u>	<u>5.1</u>
Total	313	100.0

Table 23. Question 12. Language Level-Age

<u>Question 13</u>	<u>Frequency</u>	<u>Percentage</u>
B: Spanish Only	2	.6
C: Bilingual ED	35	11.2
D: Bilingual Sd	12	3.8
A and B	2	.6
A and D	4	1.3
B and C	1	.3
B and D	2	.6
C and D	161	51.4
No Response	2	.6
B, C, And D	4	1.3
A, B, C, and D	75	24.0
A, C, and D	<u>13</u>	<u>4.2</u>
Total	313	100.0

Table 24. Question 13. Language Level-Language Speaking Group

<u>Question 14</u>	<u>Frequency</u>	<u>Percentage</u>
Four	7	2.2
Five	20	6.4
Six	55	17.6
Seven	102	32.6
Eight	98	31.3
Nine and Above	17	5.4
Not Applicable	1	.3
No Response	<u>13</u>	<u>4.2</u>
Total	313	100.0

Table 25. Question 14. Interest Level-Age

<u>Question 15</u>	<u>Frequency</u>	<u>Percentage</u>
Four	11	3.5
Five	15	4.8
Six	59	18.8
Seven	88	28.1
Eight	103	32.9
Nine and Above	24	7.7
No Response	<u>13</u>	<u>4.2</u>
Total	313	100.0

Table 26. Question 15. Content Abstraction Level-Age

<u>Question 16</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	1	.3
Mildly Disagree	15	4.8
Neutral	96	30.7
Mildly Agree	92	29.4
Strongly Agree	104	33.2
No Response	<u>5</u>	<u>1.6</u>
Total	313	100.0

Table 27. Question 16. Effective For Language Skills

<u>Question 17</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	4	1.3
Mildly Disagree	13	4.2
Neutral	71	22.7
Mildly Agree	84	26.8
Strongly Agree	139	44.4
No Response	<u>2</u>	<u>.6</u>
Total	313	100.0

Table 28. Question 17. Effective for Social-Intercultural Skill

<u>Question 18</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	7	2.2
Mildly Disagree	17	5.4
Neutral	74	23.6
Mildly Agree	81	25.9
Strongly Agree	127	40.6
No Response	<u>7</u>	<u>2.2</u>
Total	313	100.0

Table 29. Question 18. Provides Skill Practice And Drill

<u>Question 19</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	6	1.9
Mildly Disagree	16	5.1
Neutral	63	20.1
Mildly Agree	112	35.8
Strongly Agree	113	36.1
No Response	<u>3</u>	<u>1.0</u>
Total	313	100.0

Table 30. Question 19. Good Pace

<u>Question 20</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Disagree	8	2.6
Neutral	52	16.6
Mildly Agree	107	34.2
Strongly Agree	142	45.4
No Response	<u>4</u>	<u>1.3</u>
Total	313	100.0

Table 31. Question 20. Logical Helpful Format ^ Sequencing

<u>Question 21</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Disagree	1	.3
Neutral	41	13.1
Mildly Agree	73	23.3
Strongly Agree	195	62.3
No Response	<u>3</u>	<u>1.0</u>
Total	313	100.0

Table 32. Question 21. Acceptable Technical Quality

<u>Question 22</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Disagree	4	1.3
Neutral	49	15.7
Mildly Agree	95	30.4
Strongly Agree	161	51.4
Not Applicable	1	.3
No Response	<u>3</u>	<u>1.0</u>
Total	313	100.0

Table 33. Question 22. Helped Attain Bilingual Objectives

<u>Question 23</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Disagree	1	.3
Neutral	26	8.3
Mildly Agree	49	15.7
Strongly Agree	235	75.1
No Response	<u>2</u>	<u>.6</u>
Total	313	100.0

Table 34. Question 23. Appropriate For Home Learning

<u>Question 24</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	2	.6
Mildly Disagree	1	.3
Neutral	12	3.8
Mildly Agree	49	15.7
Strongly Agree	246	78.6
No Response	<u>3</u>	<u>1.0</u>
Total	313	100.0

Table 35. Question 24. Recommend Continued Use.

<u>Question 25</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	1	.3
Mildly Disagree	2	.6
Neutral	43	13.7
Mildly Agree	53	16.9
Strongly Agree	86	27.5
Not Applicable	101	32.3
No Response	<u>27</u>	<u>8.6</u>
Total	313	100.0

Table 36. Question 25. Made My Presentation Better

<u>Question 26A</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	5	1.6
Neutral	21	6.7
Mildly Related +	89	28.4
Strongly Related+	185	59.1
No Response	<u>13</u>	<u>4.2</u>
Total	313	100.0

Table 37. Question 26A. Student Reaction: Positive-Negative

<u>Question 26B</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related -	1	.3
Mildly Related -	6	1.9
Neutral	44	14.1
Mildly Related +	91	29.1
Strongly Related +	143	45.7
No Response	<u>28</u>	<u>8.9</u>
Total	313	100.0

Table 38. Question 26B. Student Reaction: Harmonious-Dissonant

		F.20
<u>Question 26C</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	4	1.3
Neutral	31	9.9
Mildly Related +	88	28.1
Strongly Related +	173	55.3
No Response	<u>17</u>	<u>5.4</u>
Total	313	100.0

Table 39. Question 26C. Student Reaction: Pleasing-Annoying

<u>Question 26D</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related -	1	.3
Mildly Related -	12	3.8
Neutral	46	14.7
Mildly Related +	78	24.9
Strongly Related +	155	49.5
No Response	<u>21</u>	<u>6.7</u>
Total	313	100.0

Table 40. Question 26D. Student Reaction: Active-Passive

<u>Question 26E</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Related -	1	.3
Mildly Related -	4	1.3
Neutral	62	19.8
Mildly Related +	99	31.6
Strongly Related +	111	36.5
No Response	<u>36</u>	<u>11.5</u>
Total	313	100.0

Table 41. Question 26E. Student Reaction: Deliberate-Careless

<u>Question 26F</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	7	2.2
Neutral	61	19.5
Mildly Related +	98	31.3
Strongly Related +	109	34.8
No Response	<u>38</u>	<u>12.1</u>
Total	313	100.0

Table 42. Question 26F. Student Reaction: Optimistic-Pessimistic

<u>Question 26G</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	7	2.2
Neutral	44	14.1
Mildly Related +	86	27.5
Strongly Related +	160	51.1
No Response	<u>16</u>	<u>5.1</u>
Total	313	100.0

Table 43. Question 26G. Student Reaction: Attentive-Inattentive

<u>Question 26H</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	7	2.2
Neutral	44	14.1
Mildly Related +	104	33.2
Strongly Related +	127	40.6
No Response	<u>31</u>	<u>9.9</u>
Total	313	100.0

Table 44. Question 26H. Student Reaction: Purposeful-Incidental

<u>Question 26I</u>	<u>Frequency</u>	<u>Percentage</u>
Mildly Related -	8	2.6
Neutral	33	10.5
Mildly Related +	78	24.9
Strongly Related +	175	55.9
No Response	<u>19</u>	<u>6.1</u>
Total	313	100.0

Table 45. Question 26I. Student Reaction: Interested-Uninterested

<u>Question 27</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	1	.3
Mildly Disagree	11	3.5
Neutral	43	13.7
Mildly Agree	85	27.2
Strongly Agree	165	52.7
No Response	<u>8</u>	<u>2.6</u>
Total	313	100.0

Table 46. Question 27. Held Student's Attention

<u>Question 28</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	4	1.3
Mildly Disagree	11	3.5
Neutral	61	19.5
Mildly Agree	95	30.4
Strongly Agree	136	43.5
No Response	<u>6</u>	<u>1.9</u>
Total	313	100.0

Table 47. Question 28. Effective For Student's Self Concept

<u>Question 29</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	2	.6
Mildly Disagree	10	3.2
Neutral	74	23.6
Mildly Agree	123	39.3
Strongly Agree	99	31.6
Not Applicable	1	.3
No Response	<u>4</u>	<u>1.3</u>
Total	313	100.0

Table 48. Question 29. Students Had Time To React

<u>Question 30</u>	<u>Frequency</u>	<u>Percentage</u>
Strongly Disagree	5	1.6
Mildly Disagree	23	7.3
Neutral	64	20.4
Mildly Agree	98	31.3
Strongly Agree	118	37.7
No Response	<u>5</u>	<u>1.6</u>
Total	313	100.0

Table 49. Question 30. Provided Student Involvement